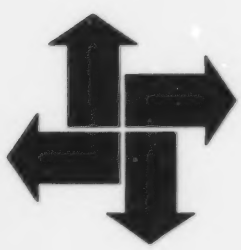
SEVENTEENTH ANNUAL REPORT

1 April 1991 -
31 March 1992



ALBERTA COUNCIL ON ADMISSIONS AND TRANSFER

430 - 9942 108 Street
EDMONTON, ALBERTA
T5K 2J5

(403) 422-9021

ISSN 0383 - 5057

LETTER OF TRANSMITTAL

The Honourable John Gogo
Minister of Advanced Education

On behalf of the Alberta Council on Admissions and Transfer, and in accordance with the Council's terms of reference, I have the honour of transmitting the Seventeenth Annual Report for the year ending 31 March 1992.

Sincerely,

Terry Moore

Terry Moore, Ph.D.
Chair

INTRODUCTION

The Alberta Council on Admissions and Transfer was established to serve as a body through which Alberta's post-secondary institutions work in a co-operative manner to ensure effective transferability. Student transfer involves the portability of educational credit among post-secondary institutions. Based on successful completion of studies at an Alberta post-secondary institution, upon admission to another Alberta post-secondary institution, students receive, where appropriate, advance credit in an educational program. Basic to the work of Council is the principle that a student should not be required to repeat previous learning experiences in which competence has been demonstrated, nor should more transfer credit be granted than previous learning experiences would warrant for successful completion of the program.

The Alberta Council on Admissions and Transfer, which was established in 1974 at the request of the post-secondary institutions, is an independent body which reports annually to the Minister of Advanced Education. The basic objective of the Council is the enlargement of educational opportunities for Alberta students through inter-institutional transfer. An underlying purpose of the Council is to foster better communication among institutions, and thus to improve understanding and co-operation on all matters related to transfer. As well, the Council maintains a system-wide interest in institutional admission policies as they relate to the ability of students to transfer. Council operates with the co-operation and support of the Minister of Advanced Education and Alberta's post-secondary institutions.

Over the years, Council has developed a policy framework to facilitate transfer agreements among the institutions. This policy framework, which was adopted by Council in December 1981 and given minor revisions in March 1987, is published as Addendum C. Council endeavours to maintain sound transfer agreements in a changing environment and encourages negotiations, where appropriate, for programs and courses not presently covered by transfer agreements. These negotiated transfer agreements, together with institutional admission policies respecting transfer students, are compiled and published by Council in its annual *Alberta Transfer Guide*.

The 14-member Council includes the Chair and members from the universities, public colleges and technical institutes, provincially administered institutions, hospital schools of nursing, and private colleges, as well as student and public members. The services of the Executive Officer and Secretary are provided by Advanced Education in the fulfillment of Council's responsibilities. Council membership is recorded in Addendum A, its Terms of Reference in Addendum B, and the Alberta Transfer Model in Addendum D. The latter outlines how the transfer system is achieved in Alberta.

ADMISSION AND TRANSFER ISSUES

The Role of Council in the 1990s

In December 1991, the Minister of Advanced Education announced that he will direct university and college board chairmen to conduct a review of the university transfer program and, more broadly, the potential for transfer and credit arrangements

among certificate, diploma, and degree programs. Given this initiative and the ongoing discussion about access, capacity and the need to ensure effective transferability, Council carefully considered the appropriate role that it should play. To ensure its continued effectiveness, a sub-committee was struck to review Council's terms of reference, composition, principles, policies, and procedures and to propose a working plan.

Institutions have statutory responsibility for admission and transfer decisions. As part of its leadership role, Council encourages them to co-operate for the benefit of students. In accordance with its terms of reference, through its Office, Council is actively engaged in the day-to-day work of ensuring that institutional admission policies and transfer arrangements are in accordance with Council's principles, policies, and procedures, and, where difficulties arise, of providing consultation and mediation to ameliorate or resolve concerns. In addition, by identifying potential transfer agreements, Council serves as a catalyst to bring about improvement.

At the same time, Council addressed several issues which had been raised by the Committee of Senior Academic Officers of the Council of Presidents of the Public Colleges and Technical Institutes. These issues partly concerned the role of Council and included the need for system "co-ordination"; that is, the desirability of encouraging institutions to plan collectively, especially in the area of admissions to programs with enrolment limitations, the concept of "generic" transfer programs, especially in professional programs, as well as the question whether differential standards are being applied to students transferring into a university compared to those who began their studies at the university.

Accessibility for transfer students

Since Fall 1987, enrolments in university transfer programs at colleges are reported to have increased from approximately 2500 students to more than 4500 students in Fall 1991. As enrolments in university transfer programs have expanded, the number of public college students who could seek admission to a university has increased. However, as some universities cap enrolments, the flow of transfer students is expected to be impeded. Council continued to be concerned that successful high school graduates would have appropriate access to degree programs and that college transfer students would have reasonable opportunities to complete their degree programs.

Cohort Study of University Transfer Program Students

University transfer programs at the public colleges are a vital component of the post-secondary system which provide an opportunity for students to begin degree programs. However, after one or two years of study, students must transfer to a degree-granting institution to complete the degree program. Funded capacity and enrolments in university transfer programs have increased since 1987. However, from Council's transfer patterns data there are indications that the corresponding growth in the number of students transferring from these programs to the universities has been much smaller. In Fall 1991, Council considered these issues and determined that a detailed study was needed to provide information that would enable Council to carry out its responsibilities. As a result, a proposal for Council's

Cohort Study of University Transfer Program Students at Public Colleges was discussed at a workshop on 28 February 1992. The proposal was subsequently revised by the delegates from the seven public colleges.

The study will focus on students who had been formally admitted to the college's university transfer program, who were enrolled in the program at the end of the 1991-92 academic year and who were eligible to return for the 1992-93 academic year for continued study in the university transfer program. The study will track those students who transfer to a university or private degree-granting college. Those who did not remain at the college or were not admitted to a degree-granting institution will be surveyed, with a questionnaire.

Duplicate Application Detection project

Increasingly, students and institutions have identified duplicate applications as an issue that is complicating the admissions process at Alberta's post-secondary institutions. In the summer of 1991, representatives from The University of Lethbridge and Lethbridge Community College met and compared applications data on computer. With little time and effort, they had a good picture of the extent of duplicate applications between the two institutions. Subsequently, Dr. Leslie Vaala of Lethbridge Community College proposed that Council extend the opportunity to participate to the other Alberta post-secondary institutions. At its meeting of 14 February 1992, Council endorsed Dr. Vaala's proposal and the invitation was extended to all post-secondary institutions to compare selected elements of their application files with those of other institutions to determine the extent of duplicate applications among the institutions. The Council Office prepared to convene a workshop of institutional delegates to build a consensus for the design of the project for the September 1992 admission cycle.

Program Transfer Issues Meetings

There is strong student demand at both colleges and universities, particularly for some degree programs. However, to complete a degree program, public college students must transfer. As the number of qualified applicants to university programs often exceeds the available spaces, some college transfer students find it desirable to apply to more than one university. Public colleges, as well as their students, are increasingly reporting concern about this issue. Traditionally, the seven public college university transfer programs have been modelled after the courses at either the University of Alberta or The University of Calgary. However, all four Alberta universities have somewhat different course requirements in their programs. This distinctiveness in years one and two of university programs may pose barriers to access for college transfer students. With different course requirements in the four university programs, it is difficult for college students with two years credit to transfer to any one of the four universities and receive third year standing.

Council felt it would be desirable, where warranted, to bring together the co-ordinators of particular programs to identify transfer issues that relate to differences in course content as well as program requirements, and to explore appropriate potential solutions. This is consistent with Council's role to foster better communication among institutions and thus to improve understanding and co-operation on all matters related to transfer.

Education Transfer Issues Committee Meeting

At its December 1991 meeting, Council passed a motion to convene a meeting on transfer issues relating to Bachelor of Education degree programs with representatives from the three universities with Faculties of Education, the seven public colleges with university transfer programs and the four private colleges with degree-granting authority. In preparation for the meeting, institutions identified issues which were then included in the agenda package. The meeting took place on 25 February 1992 with 19 participants. The purpose of the meeting was three-fold: to foster communication among those responsible for Education programs, to identify current issues involving admissions and transfer of education program students, and to suggest potential solutions, where appropriate.

After initial information updates for 1992-93 from university representatives, admission and transfer issues were aired. Discussion of admission issues focused on the need to ensure fair access for transfer students seeking admission to university Education degree programs. Participants were guided by Council's Policy for Admission that, where selection procedures are involved in admission to a program, each applicant shall be treated on the same basis as any other person seeking admission to that program. Discussion of transfer issues focused on the desirability of college students being able to take appropriate Education courses at college and fulfill university requirements for smooth transfer into third year of university Education programs. Differing Arts and Science prerequisites required by the three universities and the impact on college students who wish to transfer to any one of the three universities received attention. Public colleges do not have the resources to offer different versions of similar university courses and feel that their students should not be asked to complete different versions of similar courses in order to keep their transfer options open.

Participants strongly supported the recommendation that Council convene a similar meeting during the next academic year as they had found the meeting to be worthwhile.

Commerce/Management Degree Program Transfer Issues Meeting

In March 1992 the Management Educators Co-ordinating Council of Alberta (MECCA) passed a motion asking Council to convene a meeting of appropriate university people to focus on admission and transfer issues impacting students transferring from colleges and technical institutes to Bachelor of Commerce or Bachelor of Management degree programs at the four Alberta universities. As this was consistent with Council's earlier determination to improve communication among the co-ordinators of specific post-secondary programs in order to optimize the effectiveness of transfer, the Council Office accepted the request and promptly scheduled a meeting for 14 April.

University policies affecting transfer students

Several policy developments at the universities were brought to the attention of Council as they affect the admission of transfer students. Council members were pleased to note that generally the announcement of revisions to admission policies were made earlier than in previous years. This is commendable as adequate notice

of changes to enrolment management policies is needed so that transfer students can plan their programs with assurance that they will not be disadvantaged by fluctuating admission requirements.

Council discussed the University of Alberta's early conditional admission policy for high school and transfer students which is in effect for Fall 1992 for its Faculties of Arts, Business, Education and Science. Under the policy, admission is conditional on the student's final grades. As well as providing assurance that students will be admitted if their grades are appropriate, transfer students benefit through the opportunity to register in courses at a much earlier date. Council was also informed that the University of Alberta would guarantee admission to non-quota faculties to high school students with 70% average in 5 appropriate Grade XII subjects. Also of continued interest to Council were developments in the implementation of the quota policy which the University of Alberta implemented in Fall 1991 for the Faculty of Education. This particularly complicated quota policy impacted both continuing and transfer students as it applied to the third year of the program for Elementary and Secondary education students.

Council was pleased to be informed by The University of Calgary regarding its early conditional admission policy for Alberta post-secondary students for the September 1992 admission cycle. The University also announced its controlled admission policy for 1992-93. These policies provide admission guarantees to qualified high school and transfer students who apply to non-quota faculties.

During the reporting period, The University of Lethbridge informed Council of its new admission policy for Fall 1992. It provides for the admission of transfer students based on a combination of the cumulative grade point average (gpa) and total number of transferable credits such that the required gpa declines to a miniumum of 2.0 on a 4 point scale as the number of transfer credits increases to a maximum of 60 credits. Regarding program requirements, the University's new Transfer and Evaluation of Credit Policy includes a statement that students continuously registered in transfer programs at an Alberta college are treated as if they had been continuously registered at the University during that period. As it addresses the concern of college students that universities may change requirements after students embark on a transfer program, this was viewed as helpful .

Intercollegiate transfer policy

In March 1988, the public colleges and technical institutes of Alberta adopted a policy that endorses the principle that portability of educational credit among these institutions be optimized and encourages the negotiation of reciprocal agreements for specific programs. The Council Office devised a model procedure and documentation that facilitates the ratification of a reciprocal agreement for a specific program under this policy. Information about the first specific intercollegiate transfer policy negotiated with this procedure, for the Rehabilitation Services Diploma program at all public colleges that offer the program, was published in the 1991-92 *Alberta Transfer Guide*. Meanwhile, Council continued to encourage the negotiation of intercollegiate transfer agreements for college programs; particularly, Early Childhood Education and Business programs.

Inter-university reciprocal transfer agreements

The need for reciprocal inter-university transfer agreements has been identified for some time by students, faculty, administrators, and the Office of the Alberta Council on Admissions and Transfer. Each year, the Council Office reports numerous student inquiries regarding transfer of credit between Alberta universities. Ordinarily, transfers among universities are assessed on an individual basis by the receiving university and transfer credit is normally awarded provided the courses are deemed to be applicable to the student's program. However, the receiving university may only be able to award non-specific course options where the differences in course content are deemed to be substantial. Generally, non-specific course options are not accepted in lieu of specific required courses and may be considered as extra to degree on transfer. In that case, from the student's perspective, such courses effectively do not transfer. In the absence of published transfer agreements, the student does not readily know which courses taken at one university will be accepted in lieu of specific course requirements at the other university.

The University of Alberta and Athabasca University recommended that Council publish in the *Alberta Transfer Guide* duly negotiated reciprocal bilateral transfer agreements entered into by their institutions. In response, Council unanimously passed a motion to approve this recommendation in principle. The two universities were commended for their leadership in this initiative and were encouraged to negotiate inter-university reciprocal transfer agreements in time for inclusion in the next edition of the *Alberta Transfer Guide*.

Selection criteria for admission to quota programs

With a number of programs at many post-secondary institutions attracting more qualified applicants than can be accommodated by the available spaces, there is a need to ensure that internal and external applicants are treated fairly. Council has heard concerns about this from public colleges on behalf of their students who apply to universities as transfer students. Council's Policy for Admission and Transfer of Credit Among Alberta Post-secondary Institutions states that where selection procedures are involved in admission to a program, each applicant shall be treated on the same basis as any other person seeking admission to that program.

Council Office surveyed Contact Persons regarding institutional policies for admission to quota programs. It appears that there are some policies in the public college sector that give preferential treatment to internal applicants. Council reaffirmed its policy on selection criteria and the fair treatment of internal and external applicants. Discussions were underway to ensure that institutional practices are in harmony with Council's policy.

Nursing programs

Formal transfer agreements with the University of Alberta and Misericordia and Royal Alexandra Hospital Schools of Nursing and Grant MacEwan Community College for first and second year nursing courses were published in the 1991-92 edition of the *Alberta Transfer Guide* for the benefit of nursing students, as well as

for those who later choose to apply their nursing course credits to a different educational endeavour.

There continues to be a need to articulate the new collaborative nursing programs in Edmonton and Red Deer with other nursing programs in Alberta and, more generally, with the post-secondary system as student movement between programs can be expected to pose transfer issues that will need to be identified and resolved.

COMMUNICATION

Committee of Contact Persons

To facilitate communication with and among institutions, in 1976 the Council established a network of institutional representatives called "Contact Persons". During the reporting period, as hospital schools of nursing became more engaged in the transfer system, Council invited each School to name a Contact Person. Consequently, the Committee of Contact Persons now has representatives from 30 post-secondary institutions. The work of the Contact Persons is invaluable in relation to the production of the *Transfer Guide* and the collection of transfer patterns data, as well as in the day-to-day implementation of transfer agreements. During the reporting period, the "Handbook for Contact Persons", which outlines the role and responsibilities of the Contact Persons, was revised and distributed.

The annual meeting of the Committee of Contact Persons with the Chair and Executive Officer took place at Mount Royal College on 17 October 1991. There was a valuable exchange of views and advice on a wide range of admission and transfer issues. Earlier, a sub-committee meeting had been held on 8 April 1991 with Contact Persons from the degree-granting institutions regarding final revisions to the *1991-92 Alberta Transfer Guide*.

The admission and transfer issues that were discussed by the Contact Persons at the annual meeting included Council's Procedures For Transfer of Credit, particularly numbers 3 and 7, early conditional admission procedures, electronic data interchange (EDI) for transcripts, the Letter of Recommendation as a university admission category for students from Alberta public colleges and technical institutes, and the increase in applications and the issue of multiple applications.

Institutions

In the interest of maintaining and, where appropriate, improving sound transfer agreements, Council placed a high priority on strengthening its communication with post-secondary institutions. During the year, the Chair visited many of the post-secondary institutions in order to gain information and advice on issues pertaining to admission and transfer.

Other groups

Throughout the year, the Council Office was contacted by a number of organizations, both within the province and beyond, concerning the Alberta transfer model and the *Transfer Guide*. On separate occasions the work of Council was discussed with government representatives or educators from Yukon, Northwest Territories, British Columbia, Saskatchewan, Manitoba, Ontario, Nova Scotia, and Newfoundland. As well, the Chair conferred with officers of the Universities Co-ordinating Council, Private Colleges Accreditation Board, and the B.C. Council on Admissions and Transfer.

The Chair and Executive Officer also worked with program specific committees including the Alberta Academic Upgrading Coordinators Committee, the Alberta Advanced Placement Program Council, the Early Childhood Development Program Coordinators Committee, the Management Educators Coordinating Committee of Alberta (MECCA), and the Rehabilitation Practitioners Program Coordinators Committee.

To improve understanding, the Chair and Executive Officer identified current admission and transfer issues in discussions with officials in the following government departments: Advanced Education, Career Development and Employment, Education, Federal and Intergovernmental Affairs, and the Professions and Occupations Bureau.

Released in autumn 1991, the Report of the Commission of Inquiry on Canadian University Education, which was established by the Association of Universities and Colleges of Canada, was greeted with considerable interest. The Report's author, Dr. Stuart L. Smith, recognized the work of Council and cited it as a model for developing co-operation within higher education for resolving transfer issues for the benefit of students.

In addition, the Chair and Executive Officer worked with student representatives and responded on a daily basis to admission and transfer inquiries from students, professional bodies, and members of the public.

ALBERTA TRANSFER GUIDE

The *Alberta Transfer Guide* is a reflection of the extent to which Alberta's post-secondary institutions are co-operating to reduce and eliminate obstacles to transferability. Its publication and distribution is a major responsibility of Council. Preparation of each edition of the *Transfer Guide* is a dynamic process as new transfer agreements are continually being negotiated and current agreements are reviewed, revised or deleted. The compilation of the *Transfer Guide* was again coordinated by Ms. Marilyn Patton, Executive Officer, with the assistance of the institutional Contact Persons. In early June 1991, the sixteenth annual *Alberta Transfer Guide, 1991-92* was published and distributed extensively within Alberta to the registrar's office of all post-secondary institutions, student associations, high school guidance counsellors, Alberta Career Centres, and public libraries. It was also distributed to jurisdictions outside the province to provide recognition on transfer for courses taken by students in Alberta, and to students and others on request.

Recognizing the volume of transfer negotiations being concluded throughout the year and the need for their timely dissemination, the Council Office again produced two interim reports listing new transfer agreements that had been negotiated after the *1991-92 Transfer Guide* was prepared for publication. Distributed to all Contact Persons in September 1991 and January 1992, these reports are particularly helpful as they communicate throughout the post-secondary system information on new bilateral agreements. In addition, they provide early opportunities to verify *Transfer Guide* entries and to resolve discrepancies.

On the recommendation of the University of Alberta and The University of Calgary, for the first time Council published an appendix in the *Transfer Guide* which showed the advance credit awarded by degree-granting institutions for specific Advanced Placement program courses. The AP program is one of several academic enrichment programs that are now being offered in the province.

Further improvement of the *Alberta Transfer Guide* is an ongoing responsibility. The acquisition by the Council Office of appropriate database software has greatly facilitated production of the *Guide*. As a service to the post-secondary institutions, the Council Office is now able to provide on computer diskette a copy of the course transfer agreement data of Section III of the *Alberta Transfer Guide* in ASCII format to any Contact Person requesting it, beginning with the 1991-92 edition.

All institutional Contact Persons were invited to submit information on new or revised transfer agreements for the 1992-93 edition of the *Transfer Guide*. Following Council's procedure for the review of transfer agreements, Contact Persons advised Council to delete obsolete entries and to revise amended transfer agreements so that the information in the *Transfer Guide* will reflect courses and programs offered during the 1992-93 academic year. These changes will be incorporated in the *1992-93 Alberta Transfer Guide*.

TRANSFER PATTERNS DATA

Introduction

Starting in Fall 1979 and continuing each year, Council has collected transfer data from institutional Contact Persons for its study of transfer patterns. These data provide information about the volume and direction of post-secondary transfer traffic and are helpful to Council in determining its ongoing priorities. The importance of student transfer as a phenomenon of post-secondary education in Alberta is clearly indicated by the large number of students transferring from one institution to another. Since 1979, the number of transfer students has steadily increased.

Fall 1991 data

The data for Fall 1991, supplied as in the past by institutional Contact Persons, refer to the number of new students admitted by Alberta post-secondary institutions in Fall 1991 who transferred with prior post-secondary experience obtained at another institution. In total, 8,494 students transferred among the post-secondary institutions

within Alberta in Fall 1991. Another 4,121 students transferred into the province from post-secondary institutions elsewhere for an overall total of 12,615 transfer students. Of the 8,494 students who transferred from within the province, 46.5% went to universities, 23% to public colleges, 21.5% to technical institutes, 3.5% to private colleges, 3% to Alberta Vocational Colleges, and 2.5% to hospital schools of nursing (Figure 1).

Universities admitted a total of 3,972 transfer students from other Alberta institutions: 2,589 full-time and 1,383 part-time. Of the total number of students transferring to universities, 46.5% transferred from public colleges, 25.5% from other universities, 14% from private colleges, 9% from technical institutes, 2.5% from hospital schools of nursing, 1% from Alberta Vocational Colleges, and 1.5% from other Alberta post-secondary institutions. In addition, 2,877 students transferred from outside the province, for a combined total of 6,849 transfer students to Alberta universities (Figure 3).

Private degree-granting colleges received a total of 304 transfer students from other Alberta institutions, of which 25.5% transferred from public colleges, 49% from universities, 6.5% from other private colleges, 11% from technical institutes, and the remaining 8% from other Alberta institutions. In addition, 46 students transferred from outside the province, for a combined total of 350 transfer students to these private colleges.

Because some of the institutions are unable to report information on part-time enrolments, the following totals, which include both full-time and part-time students, understate the volume. The non-degree-granting public institutions received a total of 4,218 students who transferred from other Alberta institutions. This represents 50% of the total volume of transfer activity from within the province. A brief review of transfer activity by sector now follows.

- Public colleges admitted a total of 1,944 transfer students, of which 40.5% transferred from universities, 26.5% from other public colleges, 16% from technical institutes, 4.5% from private colleges, 4.5% from Alberta Vocational Colleges, 0.5% from hospital schools of nursing, and 7.5% from other institutions. In addition, 782 students transferred from outside the province, for a combined total of 2,726 transfer students to public colleges (Figure 3).

- Technical institutes admitted a total of 1,818 transfer students, of which 44% transferred from universities, 32% from public colleges, 7.5% from private colleges, 5% from other technical institutes, 4% from Alberta Vocational Colleges, and 7.5% from other Alberta institutions. In addition, 344 students transferred from outside the province, for a combined total of 2,162 transfer students to technical institutes (Figure 3).

- Hospital schools of nursing admitted a total of 206 transfer students, of which 39% transferred from public colleges, 37% from universities, 9% from private colleges, 6.5% from Alberta Vocational Colleges, 5.5% from technical institutes, and 3% from other Alberta institutions. In addition, 23 students transferred from outside the province, for a combined total of 229 transfer students to hospital schools of nursing.

- Alberta Vocational Colleges admitted 250 students with prior post-secondary experience at Alberta post-secondary institutions. The total included 29% from public colleges, 20.5% from other Alberta Vocational Colleges, 16.5% from technical

institutes, 7.5% from universities, 2.5% from private colleges, and 24% from other Alberta institutions. In addition, 49 students transferred from outside the province, for a combined total of 299 transfer students to Alberta Vocational Colleges.

In summary, non-degree-granting public institutions received 4,218 transfer students from within the province and a further 1,198 students from institutions outside the province for a total of 5,416 transfer students.

Summary

Caution is in order when comparing data from year to year as institutions have developed in significant ways and institutional reporting practices have been refined. For example, several years ago the study was expanded to include information on transfer activity to private degree-granting colleges and to hospital schools of nursing, as well as transfers of part-time students at some non-degree-granting public institutions. It must also be noted that the reported totals may be understated as the following admission categories may be incompletely reported for transfer activity: part-time students at some non-university public institutions, visiting students, unclassified students, students who are enrolled at two institutions at the same time, as well as students who are admitted in a term other than Fall. However, although the data are approximate, they do provide an indication of trends and patterns in transfer activity and confirm the general importance of student transfer as a phenomenon of Alberta's post-secondary system.

Since 1979 when the transfer patterns study commenced, transfer within Alberta has increased by nearly 175% from 3,092 to 8,494 students (Figure 2). At the same time, transfer into the province increased less rapidly at a rate of 38%, from 2,993 to 4,121 students. The combined within- and into-province transfer total increased by 107%, from 6,085 in 1979 to 12,615 students in 1991.

Since the inception of the study, the ratio of students transferring within Alberta to universities compared to non-university public institutions has gradually shifted from a ratio of nearly 3:2 to virtual parity in 1990. The trend continued in 1991 when the non-degree granting public institutions received 50% (4,276) of the transfer students from within the province while the universities received 46.5% (3,972) of the total. At the same time, the private degree-granting colleges admitted 304 students or 3.5% of the total number of within-province transfers. Since 1979, the volume of within-province student transfers to public colleges and technical institutes has increased almost three-fold -- from 1,293 to 3,762 students. The public colleges and technical institutes in Calgary and Edmonton play increasingly important roles as receivers as well as senders of transfer students.

During recent enrolment cycles, the number of students transferring within the Alberta post-secondary system has steadily increased: from 7,512 in 1988 to 7,956 in 1989, to 8,150 in 1990 and to 8,494 in 1991. However, during the same period, transfers into the province have fluctuated within a fairly narrow range: from 3,888 in 1988 to 4,314 in 1989 to 4,069 in 1990 and to 4,121 in 1991. The combined within- and into-province total increased by 396 students in 1991 for a 3.25% increase over the 1990 total.

In recent years there have been minor fluctuations in the number of students transferring to universities (Figure 4). The total number of within-province transfers

Figure 1

DESTINATIONS OF WITHIN PROVINCE TRANSFER STUDENTS

Fall 1991 (N = 8,494)

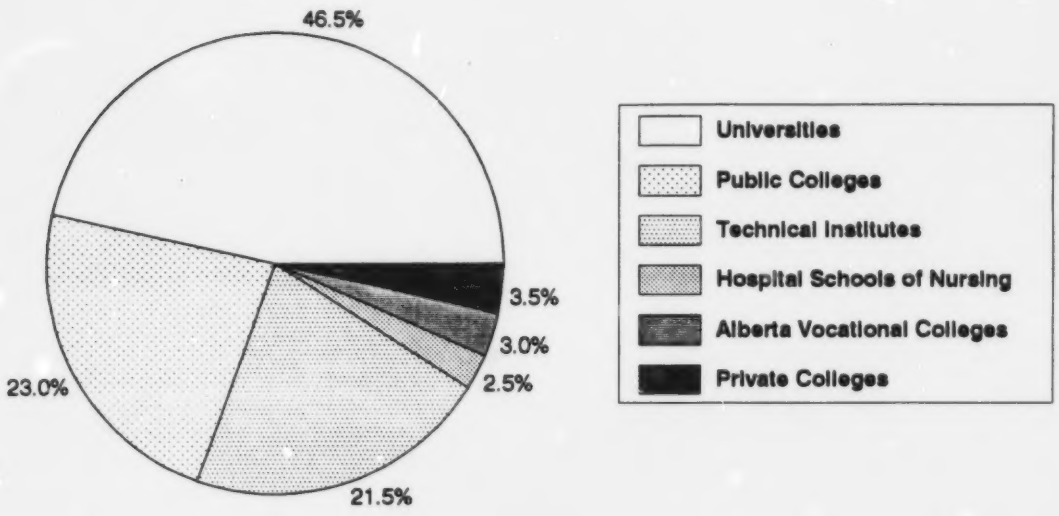


Figure 2

GROWTH IN POST-SECONDARY TRANSFER ACTIVITY

1979 to 1991

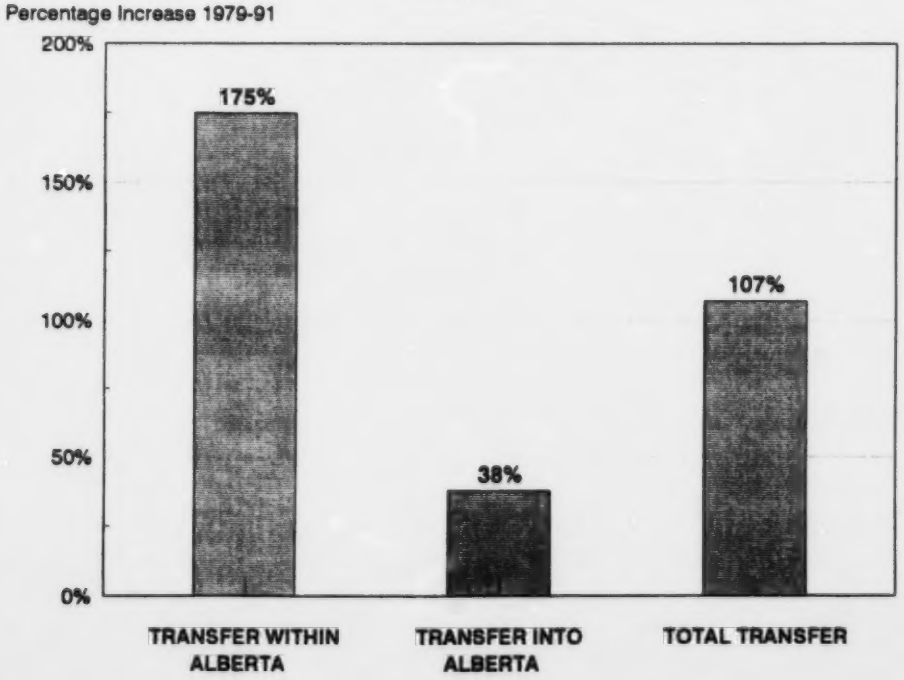


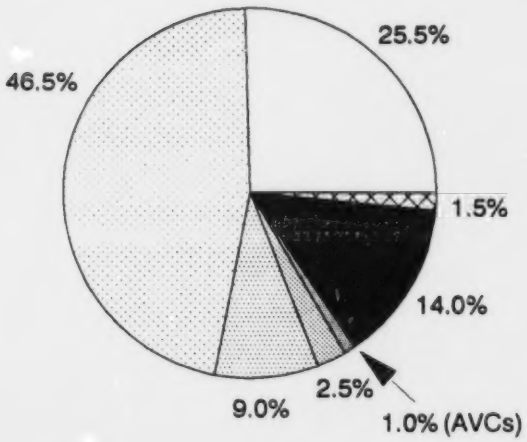
Figure 3

SOURCES OF ALBERTA TRANSFER STUDENTS

Fall 1991

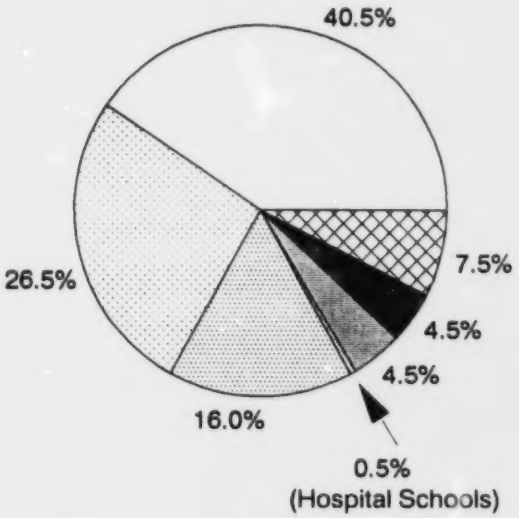
ADMITTED TO UNIVERSITIES

(N = 3,972)



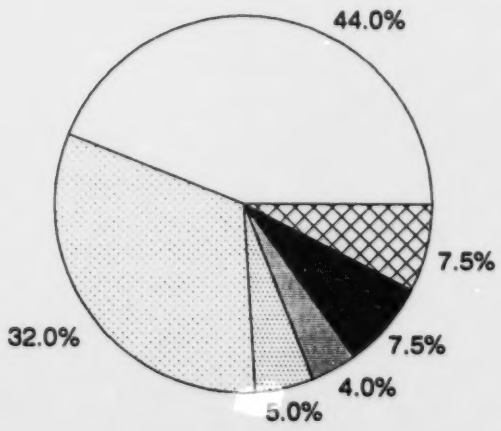
ADMITTED TO PUBLIC COLLEGES

(N = 1,944)



ADMITTED TO TECHNICAL INSTITUTES

(N = 1,818)



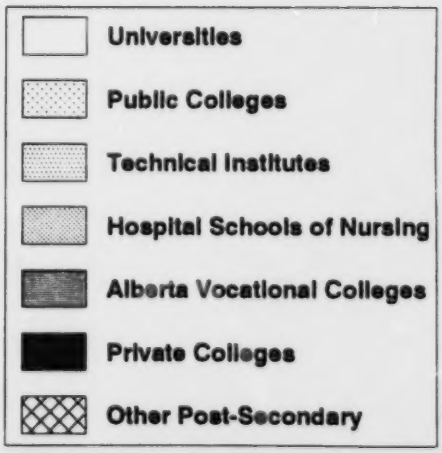
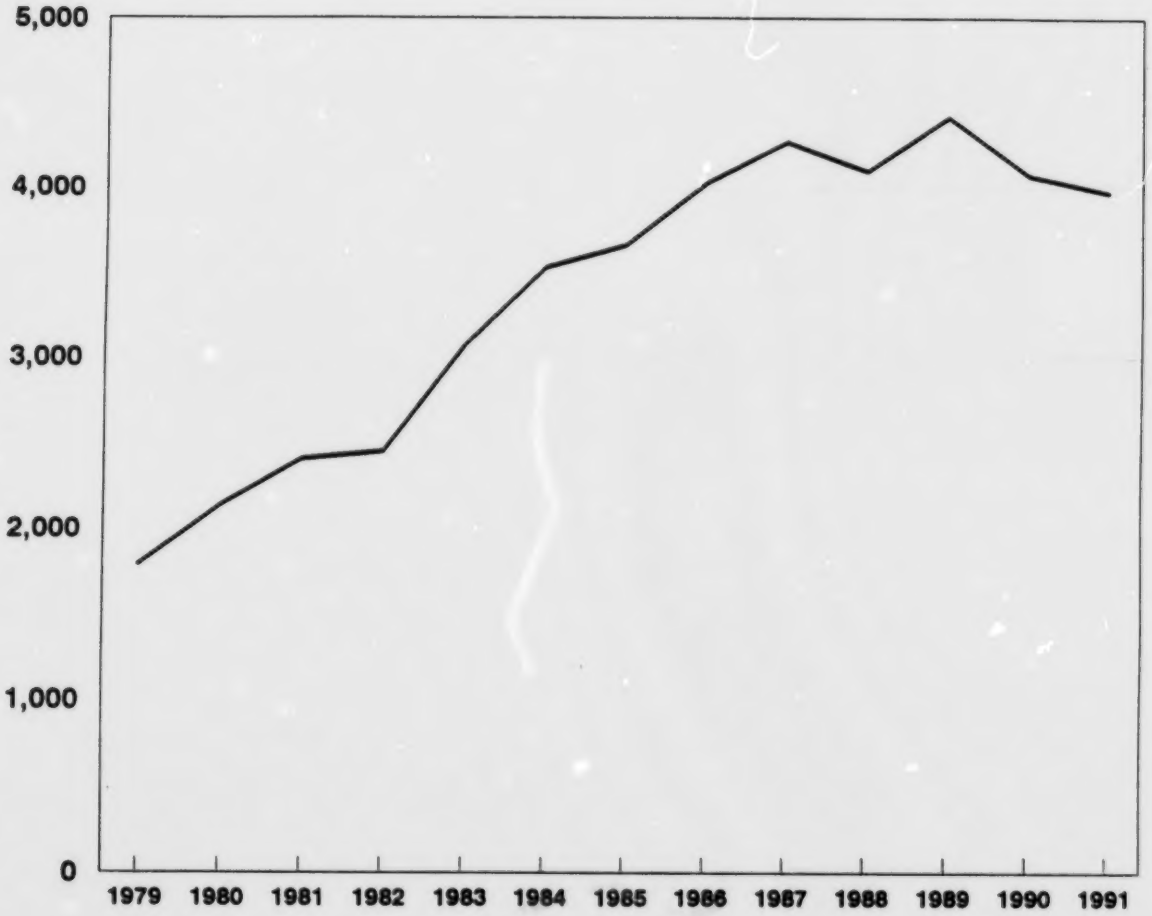


Figure 4

Number of Alberta Students Transferring to Alberta Universities

1979 - 1991



to universities decreased by 2.5% from 4,075 in 1990 to 3,972 in 1991. This was the first time that the total had slipped below the 4,000 mark since 1985. The decline recorded in 1991 partly reflects a reported decrease in the number of students transferring from hospital schools of nursing. The Universities of Alberta, Calgary and Lethbridge reported small decreases while Athabasca University reported a modest increase. It is noteworthy that the universities' major source of transfer students continues to be the eleven public colleges which sent a total of 1,839 students, a decrease of 45 students over the previous year. The seven public colleges with university transfer programs sent a total of 1,650 students to the four universities in 1987 and 1,727 students in 1991. During the same period, enrolments in the colleges' university transfer programs increased by approximately 2,000 students.

The total number of students transferring within-province to private degree-granting colleges increased substantially, from 160 students in 1990 to 304 in 1991.

The number of students transferring to public colleges remains substantial but continues to fluctuate: from 1,454 in Fall 1988 to 1,982 in 1989 to 1,891 in 1990 to 1,944 in 1991. The total number of within-province transfers to technical institutes increased by 9% from 1,665 in 1990 to 1,818 in 1991. The major increases to technical institutes were from public colleges, and nearly three-quarters of all transfers to technical institutes were to the Northern Alberta Institute of Technology. Within-province transfers to Alberta Vocational Colleges increased by 80% over the 1990 total while transfer to hospital schools of nursing declined slightly in 1991.

The transfer patterns data confirm the importance of student mobility as a phenomenon of post-secondary education in Alberta and highlight the following: the increasing total number of students transferring among Alberta post-secondary institutions; the growing prominence of public colleges and technical institutes as receivers of transfer students; and the engagement of all sectors of the post-secondary system as both senders and receivers of students.

A TRIBUTE TO THE LATE DR. HAROLD S. BAKER

On 8 March 1992, the founding Chairman of ACAT, Dr. Harold S. Baker, died. His long-time friend and colleague, Dr. Gordon L. Mowat, was invited to deliver a eulogy at the next meeting of Council which was scheduled for 1 May 1992. The following excerpt was provided by Dr. Mowat.

"Dr. Baker served as the first Chairman of the Alberta Council on Admissions and Transfer from 1974 to 1985. He died on 8 March 1992. He was predeceased by his wife, Gertrude in 1980, and is survived by two daughters: Sandra Allan of Regina and Leah Lloyd of Edmonton.

Harold held many positions in education in Alberta, among which were: teacher, superintendent of schools, department head, University of Alberta, and Dean, Faculty of Education, The University of Calgary. His formal education culminated in the award of the Doctor of Philosophy degree from Columbia University.

Harold's many friends will remember his outstanding performance in education, but their first recollections will surely be of the man himself. He moved in any company

with natural grace and poise. He personified integrity. He seemed to live instinctively by certain concepts which, in their own right, he deemed to be worthy of esteem. He prized intellectual freedom; he welcomed new ideas and he re-examined the old. He believed in the worth of the individual; he gave encouragement when it was needed and he extended to others the same rights and privileges as he claimed for himself.

Among his many strengths were his great intelligence, his analytical mind and his excellent powers of communication -- all of which were indispensable to the Council's operations in its early years. The Council soon developed effective liaison among institutions and facilitated greatly the movement of students among them.

Harold Baker loved life and he used his many talents to live it to the full. He was a flying instructor in the R.C.A.F. He was a concert violinist. He wrote prose and poetry and was writing a book at the time that illness overtook him. After retirement, he continued to ski and to scuba dive.

Those who knew and worked with Harold over the years are keenly aware that they have lost a good friend. Remembering his commitment and his life-long service, they know too that, in a different sense, education in Alberta has also lost 'a friend'."

ADDENDUM A

COUNCIL MEMBERSHIP

During the year there were a number of changes to the Council membership. Student members typically serve for one year, reflecting their association with their student organizations.

Henry Anderson	Public member
Gloria Bauer	Hospital Schools of Nursing member
Ed Behnke	Provincially Administered Institutions member
Chuck Day	Public Colleges member
Don Harper	Public Colleges member (through February 1992)
Jim Hrabi	Public member
Dianne Kieren	Universities member
Ian McCormack	Student member (from July 1991)
Del Ogden	Universities member
Alex Reed	Universities member
Charlie Sheen	Student member (from June 1991)
Keith Ward	Private Colleges member
Terry Whitehead	Student member (through May 1991)
Fred Williamson	Technical Institutes member
Dean Wood	Public Colleges member (from March 1992)
Terry Moore	Chair
Marilyn Patton	Executive Officer

ADDENDUM B

TERMS OF REFERENCE

The following Terms of Reference were adopted by Council motion on February 14, 1975:

1. The Council shall review current regulations, proposals and practices for admissions and transfer which have been generated by Advanced Education and by institutions and subsystems for the purpose of identifying those guidelines and procedures applicable to all institutions within the system of advanced education.

2. The Council shall develop procedures by which admissions and transfer policies, guidelines and procedures are granted system-wide approval.

3. The Council shall compile, maintain and disseminate a registry of all existing admissions and transfer arrangements within the Alberta system of advanced education.

4. The Council shall monitor the effectiveness of admissions and transfer policies and practices throughout the advanced education system; to this end it may carry out, or request institutions to carry out appropriate studies.

5. The Council shall recommend to Advanced Education and to institutions revisions of policies, guidelines and procedures as it deems necessary.

6. Acting within the provisions of existing legislation, the Council shall, upon the written request of an institution, serve as mediator in resolving inter-institutional admission and transfer problems. (The Council will not deal with requests by individuals.)

7. In the event that agreement cannot be reached through mediation, the Council shall, upon written request by the institutions concerned, serve as arbitrator.

8. In fulfilling its arbitration role, the Council shall establish arbitration procedures, inform the institutions of these procedures, and inform the institutions of its decisions, which shall be final and binding.

9. The Council shall advise the Minister of any legislative changes which it deems necessary.

10. The Council, at the request of the Minister or institutions, shall comment on unresolved transfer problems related to proposed programs.

11. The Council shall report annually to the Minister of Advanced Education on its activities.

12. The Council will operate with the support of: a) Council members, to be reimbursed by Advanced Education for out-of-pocket expenses incurred; b) the Chairman, to be paid an appropriate honorarium; and c) an executive secretary and such other necessary resources and services to be made available by Advanced Education as required by the Council in the fulfillment of its responsibilities.

ADDENDUM C

COUNCIL PRINCIPLES, POLICIES AND PROCEDURES

A. CONTEXT

1. Role and Composition

The primary goal of the Alberta Council on Admissions and Transfer is to provide leadership and direction in the improvement of educational opportunities for Alberta students through inter-institutional transfer. Implicit in this goal is a commitment to improve communication among institutions of the Alberta post-secondary system, and thus to promote the advantages of a system of education, with all that this means for economy and efficiency in educational planning.

In the fulfillment of its role, the Council is engaged in the following activities:

(a) **leadership** -- including the development and formulation of policies and procedures whereby transfer credit for courses and programs may be negotiated.

(b) **publication** -- primarily the production and distribution of a yearly *Transfer Guide* listing all transfer credit arrangements for courses and programs within the Alberta post-secondary system, together with statements of relevant policies and procedures, and other documents such as an Annual Report.

(c) **mediation** -- as requested by institutions within the system, to resolve complaints or disputes concerning transfer arrangements and credits, and thus to ensure that the best interests of students are served.

(d) **applied research** -- on matters related to the transfer of students throughout the system.

The fourteen member Council which is appointed by the Minister of Advanced Education is an independent body which reports annually to the Minister. The Council membership includes the Chairman, two members of the public, two student members, three members nominated by the Universities Co-ordinating Council, three members nominated by the Council of College and Technical Institute Presidents, one member from the provincially administered institutions, one member nominated by the hospital boards that operate the schools of nursing, and one member nominated by the Private Colleges Co-ordinating Council. Administrative support, including service of an Executive Officer, is supplied by the Department of Advanced Education.

The Alberta Council on Admissions and Transfer usually meets on a monthly basis, generally at institutions.

2. Overview of the post-secondary system

The Council's activities are directed primarily towards the Alberta post-secondary system, which includes four universities, The Banff Centre, eleven public colleges, two institutes of technology, four Alberta vocational colleges, private colleges, and hospital schools of nursing. There are, in addition, a number of private non-affiliated institutions, some of which may offer courses which have transfer potential. Although the Council's mandate is directed towards the Alberta post-secondary system, the Council is sensitive to student transferability involving institutions outside of the province. For this reason the *Alberta Transfer Guide* is distributed across Canada as well as the United States.

3. Types of transfer

Within the system of post-secondary institutions, transfer of credit for courses or programs may occur among institutions within a sector (for example, between public colleges) or among institutions of different types (for example, from a vocational college to a public college). Transfer arrangements published in the *Alberta Transfer Guide* include courses and programs transferable to degree-granting institutions and those transferable to non-degree-granting institutions.

4. Definition of terms

In dealing with matters relating to transfer, there are several commonly used terms which may require clarification. Some of the more important are:

Accessibility: the degree of openness of institutions to students seeking admission to their programs.

Transferability: the mobility of students among post-secondary institutions by virtue of their having transfer credit (see below).

Advance credit: the award of credit in given courses or programs on the basis of formal and informal learning experiences including: 1) work experience, 2) maturity/life experience, 3) unstructured educational experiences such as self-study, 4) structured educational activity.

Transfer credit: an advance credit awarded on the basis of successful completion of structured educational activities at a post-secondary institution.

Receiving institution: an institution to which students transfer course or program credits acquired at another institution.

Sending institution: an institution from which students may transfer course or program credits to programs at another institution.

Unidirectional bilateral agreements: refer to transfer agreements negotiated between a sending institution and a receiving institution which are primarily intended to be one-way. In practice, advance credit for courses involved in an agreement usually will be awarded at either institution, particularly when the agreement involves courses that are part of a university transfer program. However, in some cases credit will not be awarded in the opposite direction; for example, Institution A may agree to accept Institution B's cluster of transferable courses in lieu of one of its own courses and have the agreement entered in the *Transfer Guide*. However, it might not be appropriate for Institution B to conversely award transfer credits for the cluster of courses if a student with the one course from Institution A presented it for advanced credit assessment.

Reciprocal bilateral agreements: refer to transfer agreements that have been negotiated between two institutions whereby Institution A agrees to accept the course (or cluster of courses) taken at Institution B in lieu of its own course (or cluster of courses) and reciprocally, Institution B agrees to accept the course (or cluster of courses) taken at Institution A in lieu of its own course (or cluster of courses). Therefore, reciprocal bilateral agreements are always two-way agreements.

Transferable courses: courses developed by an institution to meet its own program objectives but which have transfer potential. Transfer may be negotiated either on the basis of equivalence or of relevance to programs or courses at another institution.

Transfer courses: courses delivered by a sending institution as courses which correspond in description to courses of a particular institution.

Selection criteria: categories of qualification, capabilities, or experience (academic or other) which provide the basis for screening and admission (or rejection) of students to programs.

Affiliation: a formal agreement of association or co-operation between two institutions whereby some courses and programs offered by the sending institution are substantially the same as those offered by the receiving institution. Transfer credit is thereby awarded. Affiliation agreements are in effect between several private colleges and the University of Alberta.

B. PRINCIPLES

The Council endorses the following as basic to its purpose and activities:

(a) **Student access to higher education and the opportunity for student mobility among institutions of higher education in Alberta shall be optimized.**
Barriers to student mobility shall be minimized. The integrity of educational programs and certification must, however, be maintained. A student should not be required to repeat previous learning experiences in which competence has been demonstrated nor should more transfer credit be granted than previous learning experiences would warrant for successful completion of the program.

(b) **Negotiation of opportunities for student mobility shall be based on the recognition that while learning experiences may differ in a variety of ways, their substance may be virtually equivalent in terms of their content and rigour.**
Insofar as possible, transfer arrangements should allow for maximum recognition of previous learning experiences. The concept of **virtual equivalence** is vital to such arrangements.

(c) **Effective career counselling and optimum mobility require that the student have prior knowledge of at least the minimum transfer credit which can be awarded. Additional transfer credit may be negotiable on an individual basis.**

(d) **Although responsibility for higher education is shared among various constituents, individual institutions have the primary responsibility for instructional programs. This responsibility includes program design and delivery, determination of academic prerequisites and student admission criteria, and certification of the academic achievement of students.**
In respect of student access to institutions and programs, it is to be emphasized that factors in addition to academic prerequisites often are employed as admission criteria. That is, while possession of academic prerequisites makes an applicant eligible for admission, it does not **guarantee** admission to an institution or to a particular program.

(e) **Institutions have the responsibility and the prerogative to investigate the total educational preparation of applicants seeking admission.**
Such investigation is intended to determine admissibility and appropriate transfer credit, and to counsel applicants. The relevance and quality of the applicant's most recent educational experiences should be the basis for admissibility and for transfer decisions. Differences in earlier preparation should not adversely affect consideration of the applicant (see Principle "b" re **virtual equivalence**).

(f) **Students who are granted admission to an institution under a transfer arrangement shall be granted the same rights and privileges as students who began their studies at the institution.**

C. A POLICY FOR ADMISSION AND TRANSFER OF CREDIT AMONG ALBERTA POST-SECONDARY INSTITUTIONS

1. Admission

Admission to a course or program will be granted to any applicant who has fulfilled the admission requirements for such course or program as established by the receiving institution. Where selection procedures are involved in admission to a program, each applicant shall be treated on the same basis as any other person seeking admission to that program.

In the case of students transferring from public colleges and technical institutes to degree-granting institutions, in lieu of the general admission requirement listed above, admission will be granted to any applicant who, upon successful completion of at least a full year's study at the sending institution, is recommended in writing by that institution as having satisfied the **appropriate** matriculation requirements or their equivalent. This is referred to as the Letter of Recommendation admissions category.

2. Transfer of credits

Subject to the above requirements there shall be two major transfer arrangements:

(a) Transferable courses and programs

These are developed by a sending institution to meet its own program and objectives, and bear its own numbers and descriptions. Transfer may be negotiated either on the basis of equivalence, or of relevance. The principle of **equivalence** refers to courses and programs of the sending institution which are identical or similar to those of the receiving institution. The principle of **relevance** refers to courses of the sending institution which are in the same areas or disciplines and at the levels of programs offered by the receiving institution, and are therefore appropriate for credit at the receiving institution.

Credits awarded in this category may involve special inter-institutional arrangements or individual assessment.

(b) Transfer courses and programs

These are delivered by a sending institution as courses and programs which correspond in description to those of the receiving institution.

Among degree-granting institutions, transfers are assessed on an individual basis by the receiving institution. Consequently, course equivalents between degree-granting institutions are not listed in the *Transfer Guide*.

D. PROCEDURES FOR TRANSFER OF CREDIT AMONG ALBERTA POST-SECONDARY INSTITUTIONS

To facilitate the negotiation of transfer arrangements among post-secondary institutions, the Council has established the following set of procedures.

Objective

These procedures are designed to provide a mechanism for the negotiation of transfer and transferable courses and programs, and for their inclusion in the *Alberta Transfer Guide*.

Categories

Courses and programs proposed for transfer credit are of two main types, each of which involves a different relationship between the sending and receiving institution.

1. **Transferable Courses/Courses with Transfer Potential**

   In negotiations of transfer credit for transferable courses, the sending institution shall supply the receiving institution with the following information: (a) course description, title, grading practices, weighting and outline, (b) textbooks and other resource materials, (c) qualifications required for an instructor. Additional information may be required at stated intervals for review purposes, or at the discretion of the receiving institutions.

2. **Transfer Courses/Courses in Transfer Programs**

   In negotiations of transfer credit for transfer courses, the sending institution shall supply the receiving institution with the following information: (a) course description, (b) textbooks and other resource materials, (c) qualifications required for an instructor.

Transfer credit is based on initial negotiations, when the course is first offered by the sending institution. Subsequent negotiations and concurrence of the receiving institution are required where, in the view of the receiving institution, course revisions by the sending institution are sufficiently substantial to affect the transfer credit which has been negotiated.

Procedures

1. Each institution shall identify a Contact Person (e.g. Registrar or Admissions Officer) who will be responsible for both internal and external distribution of formal transfer proposals and responses.

2. Each institution shall, through its Contact Person, maintain and provide on request from other institutions (a) a list of other important institutional contacts for the purpose of facilitating appropriate preliminary discussions, and (b) a description of the internal procedures followed in the institution for the development and/or evaluation of proposals for transfer arrangements.

3. It is expected that proposals for credit will be processed as expeditiously as possible and formalized by means of the Council's Transfer Credit Proposal Form. If the transfer proposal is acceptable, the receiving institution will inform the other institutions in the system accordingly. The transfer normally will be honoured within the sub-system of which the receiving institution is a constituent.

4. If the transfer proposal is not acceptable, the receiving institution shall supply in writing, to the sending institution, the reason for this decision.

5. In the event that agreement has not been reached pursuant to (3) and (4), an institution may submit to the Council a written request for mediation. Where, in its opinion, the Council determines that a dispute concerning transfer exists, the Council may mediate to resolve the dispute.

6. In the event that the agreement cannot be reached pursuant to (5), the institutions in dispute may agree to submit the dispute to Council for arbitration. The Council will then establish procedures for the resolution of the dispute, and issue its decision resolving the dispute. The arbitration decision of the Council shall be final and without appeal or review.

7. Transfer arrangements are to be regarded as relatively enduring bilateral agreements -- to be altered, amended or deleted only after **mutual consultation**. Regular discussion of existing transfer arrangements should take place between sending and receiving institutions. Any institution planning program or course changes which could bear on existing transfer arrangements as recorded in the *Alberta Transfer Guide* shall, insofar as possible, inform those institutions which would be primarily affected -- subject, where necessary, to renegotiation. In cases where renegotiation of a transfer agreement is requested by either a sending or receiving institution, the onus is on the institution requesting the change to provide the other institution with **sufficient notice** and lead-time to permit renegotiation before the next edition of the *Transfer Guide*.

8. Renegotiation of transfer arrangements is subject to the same guidelines as for the initial negotiations (i.e. 3-6).

9. When a new agreement has been negotiated, it replaces the old agreement in the next edition of the *Transfer Guide*.

E. Institutional Requirements

Within the context of policies and procedures of the Alberta Council on Admissions and Transfer, each institution has particular requirements and practices for admission of students and the award of transfer credit. These institutional requirements are summarized in the annual *Alberta Transfer Guide*. Students who are planning to transfer are advised to refer to the appropriate institutional calendar and to consult with the Registrar's Office at the receiving institution.

ADDENDUM D

ALBERTA TRANSFER MODEL

Since its inception, the Council has evolved the following approach for organizing transfer agreements among Alberta institutions. The Council's Principles, Policies and Procedures provide the framework for the negotiation of transfer agreements between institutions. When preliminary discussions between personnel in the sending and receiving institutions indicate that a transfer agreement for a particular course or program is desirable and feasible, the Council's Transfer Credit Proposal Form is used by both institutions' Contact Persons to negotiate a formal transfer agreement. If the receiving institution approves the proposed agreement, a signed copy of this Form is sent to the Council office so that the data can be entered in the next edition of the *Alberta Transfer Guide*.

Transfer agreements are regarded as relatively stable bilateral agreements. However, programs and their constituent courses undergo change, with revisions from time to time to such aspects as admission requirements, program requirements, and content. The Council recommends that regular discussion of existing transfer agreements take place between sending and receiving institutions. Changes may require renegotiation of transfer agreements and resulting changes will be reflected in the next edition of the *Alberta Transfer Guide*.

In accordance with its terms of reference, the Council compiles, maintains and disseminates a registry of admission policies respecting transfer students and duly negotiated transfer agreements within the Alberta system of advanced education. Through direct consultation with both sending and receiving institutions, the Council monitors the current accuracy of all transfer agreements which are published in each edition of the *Alberta Transfer Guide*. First published in 1976, the annual *Alberta Transfer Guide* has been established both within and outside Alberta as the official statement of transfer agreements, and is considered indispensable for transfer operations within the province. It is broadly used by jurisdictions elsewhere in support of Alberta students transferring there, and more generally as information about the kinds of transfer agreements developed in this province with the support of Council.